



**National Certificate of Educational Achievement**  
**TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA**

**Internal Assessment Resource**

**Digital Technologies Level 1**

This resource supports assessment against:

**Achievement Standard 91071v1**

**Implement basic procedures to produce a specified digital  
information outcome**

**Resource title: What do people think?**

**4 credits**

Student Name:.....

*I declare that the material I have submitted for this unit or achievement standard is my  
own work and that I had no outside help from others in completing it.*

\_\_\_\_\_  
(student to sign)

Comments: .....

.....  
.....

☐ Not Achieved   ☐ Achieved   ☐ Merit   ☐ Excellence

**DEPARTMENT USE ONLY**

Internal Moderation Grade: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*If your grade differs from the mark given by the teacher, fill in the 'internal moderation' report.*



## Student Instructions

### Introduction

This activity requires you to skilfully and efficiently select and manipulate content and data using 2 applications to create a report that shows how people use the internet.

You will be assessed on:

- The extent to which your documents meet the specifications below and
- The manner in which you implement the plan, and apply techniques with testing procedures to create the documents.
- Your independence, as well as your accuracy and efficiency, will be taken into account.

This is an individual task. You have **6 weeks** (30 hours) to complete this task. It needs to be submitted by **Friday the 30<sup>th</sup> May 2014**. Due to the nature of the task, there will be no re assessment opportunity for this standard.

Achievement	Achievement with Merit	Achievement with Excellence
Implement basic procedures to produce a specified digital information outcome.	Skilfully implement basic procedures to produce a specified digital information outcome.	Efficiently implement basic procedures to produce a specified digital information outcome.

### Task:

Using your online Google form survey results looking at an area of interest to you, use **2 different programs** that are suitable to:

1. Create a SURVEY ANALYSIS that calculates and analyses your survey data/results *e.g. totals; currency; counting; graphs;*
2. Present a SURVEY SUMMARY of your findings *e.g. How many agree? What the majority feel? What people don't like? A graphical summary of evidence.*

### Specifications:

Your two documents must meet the following minimum specifications, to get Achieved:

Your SURVEY ANALYSIS must include...	Checklist:
1. A <b>header</b> with your <i>first and last name</i>	
2. A <b>footer</b> with the <i>File Path</i> and <i>Page Numbers</i> to show file management <i>i.e. where is your file saved at present?</i>	
3. Cells formatted correctly for the type of data, with at least one	



formatted as <b>Currency, Percentage, Date, OR Time</b>	
4. A <b>cell</b> showing <b>SUM( )</b> and <b>COUNTIF ( )</b> functions	
5. At least <b>one pie or bar graph</b> that has a title and appropriate labels from your survey results	

Your SURVEY SUMMARY must include...	Checklist:
1. An appropriate <b>Heading</b> that identifies the topic of interest	
2. The following <b>Sub Headings</b> : <ul style="list-style-type: none"> <li>• Introduction – <i>The purpose of the presentation; the two applications you chose and why.</i></li> <li>• Results – <i>Meaningful screenshots of your graphs; Meaningful screenshots of your Survey Analysis data/calculations; summarise what your survey results show.</i></li> <li>• Conclusion – <i>Draw a conclusion i.e. a final statement about your topic of interest, that can be seen through your evidence of survey results e.g. In conclusion, my survey results show that our students want to replace pies in the Cafeteria with more hot chips or rib rolls.</i></li> <li>• Reflection – <i>What did you find it easy? What did you find challenging? How did you overcome any problems?</i></li> </ul>	
3. A <b>header</b> with your <i>first and last name</i>	
4. A <b>footer</b> with the <i>Page Numbers</i>	
5. At least <b>one break</b> e.g. <i>page; column; continuous;</i>	
6. At least <b>one table</b> used to align content	
7. <b>Screenshot Pictures</b> inserted e.g. under Results heading, to show the <b>SUM( )</b> and <b>COUNTIF ( )</b> functions; <b>One Pie or Bar Graph; Currency or Percentage formatting</b> used in the Survey Analysis.	
8. <b>A range of formatting used</b> e.g. <i>font type; size; colour; alignment; line spacing; Bulleted and/or numbered lists;</i>	
9. A range of design elements e.g. <i>alignment (left, right, centre, justified), contrast (through font selection, style, size, colour, shading, reverse text, drop caps), repetition (of fonts, heading treatments, colour)</i>	

1. Use the appropriate **testing and integrity** procedures as outlined below.
2. What should you hand in:
  - A print out of your edited **report** summarising your findings.
  - A print out of your edited **datasheet** attached in the Appendix
  - A print out of your **google survey** attached in the Appendix.



- A soft copy of your Exported survey results; Edited Datasheet and Edited Report (*Upload to the wiki website*).

## Testing:

Apply these testing and integrity procedures to your SURVEY ANALYSIS and SURVEY SUMMARY:

I have...	Checklist:
1. Run spell checker over my SURVEY SUMMARY	
2. Used a calculator to check the results of my SURVEY ANALYSIS are correct	
3. Ticked that my SURVEY ANALYSIS has met all the specifications	
4. Ticked that my SURVEY SUMMARY has met all the specifications	
5. I have saved my work using meaningful file and folder names in the appropriate drives e.g. H and S	
6. Had a friend complete the below "Peer Evaluation" on my work	

Student Signature: \_\_\_\_\_

## Sample Disclaimer:

Individual responses to this survey are considered anonymous. Information gathered will be used for the purposes of an internal assessment only. This information will be made available to external third parties for moderation purposes only.

If you agree to these terms, please feel free to complete the following survey.



## Peer Evaluation:

Your Name: \_\_\_\_\_

Whose working are you assessing? \_\_\_\_\_

I checked there was...	Tick:
1. No spelling or grammar errors	
2. A header with their name	
3. A footer with the page numbers and file path	
4. A report with one break used <i>e.g. page, continuous or column</i>	
5. A main heading	
6. An introduction, results, conclusion and reflection statement	
7. Some screenshots	
8. A graph	
What I liked visually about the SURVEY SUMMARY was:	
What I found interesting about the SURVEY ANALYSIS was:	

Signed by: \_\_\_\_\_

Date: \_\_\_\_\_

### Assessment schedule: Digital Technologies 91071 What do people think?

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has implemented basic procedures to produce a survey analysis/summary. They have:</p> <ul style="list-style-type: none"> <li>applied a set of techniques to produce the specified outcome</li> </ul> <p>For example: The student created the survey analysis/summary following the specifications. At times, they needed reminders about the specifications, use of headings, formatting, syntax and appropriate placement of content.</p> <ul style="list-style-type: none"> <li>selected appropriate software and features to manage and present information</li> </ul> <p>For example: The student created the analysis/summary using at least two software applications and was able to explain why they had chosen these particular applications.</p> <ul style="list-style-type: none"> <li>applied file management procedures</li> </ul> <p>For example: The student did apply some file management procedures (such as saving on network drive) but did not establish and stick to a systematic naming convention (<i>as seen in file path footer</i>).</p> <ul style="list-style-type: none"> <li>applied appropriate design elements and/or formatting techniques</li> </ul> <p>For example: The student used some of the design and</p>	<p>The student has skilfully implemented basic procedures to produce a survey analysis/summary. They have:</p> <ul style="list-style-type: none"> <li>shown accuracy in applying techniques and testing procedures</li> </ul> <p>For <b>spreadsheet software</b>, the student could be expected to:</p> <ul style="list-style-type: none"> <li>set cell widths and heights that are appropriate for the information they contain (for example, by using auto width and height, setting specific measurements, or using wrap text);</li> <li>appropriately format data in cells (for example, decimal places, dollar signs, dates);</li> <li>accurately enter numerical and calculate using formulae/functions;</li> <li>appropriately sort and display information (for example, alphabetically, numerically, or by type);</li> <li>select data and chart types that are appropriate for the purpose (for example, to show a trend);</li> <li>ensure that charts are readable, accurate in terms of calculations, and appropriately labelled.</li> </ul> <p>For <b>word-processing software</b>, the student could be expected to:</p> <ul style="list-style-type: none"> <li>select fonts that are appropriate for the purpose (for example, those used for headings, sub-headings, and content have a logical, hierarchal structure);</li> <li>customise margins to the needs of the document;</li> <li>set appropriate line spacing (for example, the space before and after headings and paragraphs);</li> <li>use column breaks and text wrapping features for alignment;</li> <li>ensured that text spacing is appropriate (for example, condensed or expanded);</li> <li>set appropriate paragraph styles (for example, block or</li> </ul>	<p>The student has efficiently implemented basic procedures to produce a survey analysis/summary. They have:</p> <ul style="list-style-type: none"> <li>undertaken techniques and procedures in a manner that economised the use of time and resources</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>The student has created a well-structured, accurate, fit-for-purpose document using at least two software applications. To do this, they used efficient methods rather than trial-and-error (for example, when setting tab stops, margins, or bullets), and made effective use of pagination, paragraphing, page breaks, and continuous breaks.</li> <li>The student entered text and other data using efficient fingering and keyboard shortcuts.</li> <li>The student used survey analysis software effectively to create graphs and calculations (for example, using the most efficient formulae and labour saving autofill and labelling options.</li> <li>The student was familiar with a wide range of relevant techniques, procedures, and design elements and used these to implement their design concept. For example, they quickly chose the most suitable type of graph (for example, a pie graph to show percentages), selecting labelling, customising alignment,</li> </ul>

<p>formatting features of the two software applications but, at times, required teacher support to do so.</p> <p>Their finished analysis/summary shows some evidence of awareness of design principles.</p> <p>For <b>spreadsheet software</b>, a student could be expected to:</p> <ul style="list-style-type: none"> <li>– <i>insert/delete rows and columns as required; enter and calculate (add, subtract, multiply, divide, or obtain sum, minimum, maximum, average) numerical data using mathematical formulae/functions; insert graphs;</i></li> <li>– <i>format text (font, bold, italics, size, etc.) so that it is readable and suitable for purpose; format numbers appropriately, considering the data type (for example, money) and accuracy required by the context; size and align cells (for example, height, width, align, split, merge); sort; select and graph information.</i></li> </ul> <p>For <b>word-processing software</b>, a student could be expected to:</p> <ul style="list-style-type: none"> <li>– <i>select, apply, and adjust fonts, margins, line spacing, tabs and to create tables, columns, borders and shading, and headers and footers;</i></li> <li>– <i>create an outcome through manipulating design elements such as: alignment (left, right, centre, justified), contrast (through font selection, style, size, colour, shading, reverse text, drop caps), repetition (of fonts, heading treatments, colour), proximity (main heading, sub-headings, paragraphs), balance (placement of blocks of text, use of white space), harmony (through font selection,</i></li> </ul>	<p><i>indented);</i></p> <ul style="list-style-type: none"> <li>– <i>set suitable tabs and align any decimal points to enhance the appearance and readability of numbers;</i></li> <li>– <i>ensure that any Word tables display as appropriate, attending to cell dimensions, internal margins, borders and shading, alignment, and autofit;</i></li> <li>– <i>structure the document logically, using appropriate columns and breaks;</i></li> <li>– <i>ensure there are no orphan headings or lines;</i></li> <li>– <i>ensure that borders and shading display correctly when printed;</i></li> <li>– <i>ensure that information in headers/footers displays correctly (for example, in terms of pagination, placement, style, size, and alignment).</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>shown independence when applying techniques, design elements, and testing procedures</b></li> </ul> <p>The student was able to create the report using two software applications by following the instructions and with minimal teacher input.</p> <p>With limited teacher input, the student decided on and made effective use of formatting features and a range of design elements such as:</p> <ul style="list-style-type: none"> <li>– <i>alignment (text, columns, tables, graphs), contrast (using font selection, style, size, colour, shading, reverse text, and drop caps to enhance the outcome), repetition (consistent use of fonts, heading treatments, and colour simplify the reader's task), proximity (spacing between headings, sub-headings, paragraphs, and graphic elements visually structure the information for the reader), balance (placement of blocks of text and by use of white space and column breaks), harmony (font selection, colour treatment, and linkage of graphs/graphical elements and text reflect the conventions of good design).</i></li> </ul> <p>For <b>presentation software</b>, a student could be expected to:</p>	<p><i>font size, and colour, and placing text to ensure maximum readability and usability. Their choice of colours was appealing and harmonised with other visual elements in the report.</i></p> <ul style="list-style-type: none"> <li>- They used formatting to engage and support the reader by, for example, ensuring consistency in the layout.</li> </ul> <p>The student used screen shots to provide evidence of their efficient working.</p> <p>The student used efficient file-management procedures (that is, they named folders and files logically and inserted file name and pathway in the footer of their report.</p> <p>The student's report is functional, suited for the intended audience, and easy to read and digest. If intended for online viewing, the student has saved it in alternative formats (such as Word and pdf).</p> <p>The student has efficiently reviewed and tested the data for completeness and accuracy (for example, they have checked the results of formulae using a calculator). They have provided a printout of their formulae sheet as evidence that they have used the advanced functionality of the software).</p> <p>The student has met relevant legal, ethical, and moral requirements. For example, they have included a survey participant disclaimer advising the purposes of the results.</p>
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<p><i>colour treatment, graphics and text).</i></p> <p>For <b>presentation software</b>, a student could be expected to:</p> <ul style="list-style-type: none"> <li>– <i>use design theme(s), duplicate slides; use basic animation e.g. fade, wipe fly in; Add website link(s); Insert Header/Footer; Use Notes view; insert Charts; Tables; Pictures;</i></li> <li>– <i>create an outcome through manipulating design elements such as: alignment (left, right, centre, justified), contrast (through font selection, style, size, colour, shading, reverse text, drop caps), repetition (of fonts, heading treatments, colour), proximity (main heading, sub-headings, paragraphs), balance (placement of blocks of text, use of white space, column breaks), harmony (through font selection, colour treatment, graphics and text).</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>applied data integrity and testing procedures to ensure the outcome meets the specifications</b></li> </ul> <p>For example: As per testing procedures and peer assessment.</p> <ul style="list-style-type: none"> <li>• <b>met appropriate legal, ethical, and moral requirements</b></li> </ul> <p>For example: The student collected own data to draw conclusions from and advised participants of survey purpose.</p>	<ul style="list-style-type: none"> <li>– <i>Use advanced animation e.g. entrance and exit effects; modify timing effects; speed effects;</i></li> <li>– <i>Embed media and modify play time e.g. audio and/or movie;</i></li> <li>– <i>Export their presentation as a Powerpoint Slideshow *.ppsx;</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Shon independence with regard to decision making in the application of techniques and testing procedures.</b></li> </ul> <ul style="list-style-type: none"> <li>- Using their design concept as a basis, the student independently decided on and applied a wide range of appropriate techniques, procedures, and design elements (for example, by selecting relevant information to create an appropriate graph).</li> <li>- The student organised their files with minimal teacher input (for example, systematically naming and storing them).</li> <li>- The student has accurately and independently created a survey analysis/summary that meets the specifications and is functional for the intended audience.</li> <li>- The student independently reviewed and tested aspects of the report to test its functionality (for example, by checking calculations to ensure data integrity, by checking graphs and tables to ensure that they display appropriately, by proof reading to ensure errors are eliminated and that no text is missing or in the wrong place, by checking for consistent use of styles (for headings, subheadings, bullets, etc.)</li> <li>- The student complied with relevant legal, ethical, and moral requirements (<i>for example, obtaining written permission to use for pictures of a person or someone else's work, correctly crediting sources</i>).</li> </ul>	
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.